MAY 4 1926

Journal of EDUCATION

BOSTON, MASS.
Vol. CIII, No. 17

April 29, 1926

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Better Boys and Girls

WHERE is there a course of study that is based on making better boys and girls? Where is there any legislation for education that insists upon having education devoted to making better boys and girls? Where is there any legal provision that a marriage license shall require preparation for raising a family of good boys and girls?

What theological seminary specifies that a graduate is equipped personally and professionally with skill for helping the homes to raise better boys and girls? What course in a theological seminary places the same emphasis upon skill in character training that is placed upon the theology of the denomination, upon the literature of the church?

The favorite magazine subject of late has been bees. A vast number of brilliant articles and several remarkable books have been written about bees, and the prize article of 1925 was on "Bees Knees," but not a sentence on making better bees. One bee specialist has made a better queen bee, and the little thing is worth five hundred dollars.

Every honeybee had always black streaks, and this seemed needless to this specialist. He selected a special breed of Italian bee with only one stripe of black. He succeeded in eliminating that last bit of black, and had a queen bee with only one color. To his surprise he had a gentle queen bee whose hive had extra sweet honey, and that first queen bee, the founder of a strain, was sold for $500.

To make a better bee was worth while. If we can make better boys and girls in home and school, society and church, by study, work and play, or in any other way, the value thereof will be beyond computation. Let us hope that the making of better boys and girls will soon be the chief work of America.

Evansville Schools in Action

EVANSVILLE, Indiana, continues to be one of the national leaders in education and student government, is probably the leading city with more than 65,000 population. Superintendent John O. Chewning as high school principal helped to make the city famous in the days of Louis P. Benezet so that he had every advantage when he became responsible for the entire system. He issues a weekly bulletin of superior interest and importance. In a recent bulletin it is shown that in eight schools the punctuality record is above 80 per cent. In attendance twenty schools have a record of more than 90 per cent. Of these fifteen exceed 95 per cent. In care of school property thirteen have more than 80 per cent. In thrift only two have above 80 per cent. In law observance four schools have 100 per cent., and nineteen have above 90 per cent. Of these thirteen have about 95 per cent. In use of the public library six have above 70 per cent. Fifteen schools had no occasion to record misbehavior in the public library. Of the enrollment of 11,455 there were 6,170 who had bank accounts.

In one elementary school where the discipline had been seriously bad the pupils voted to have student government, and the conduct improved. After one year the conduct was practically perfect and the scholarship wonderfully improved. The teachers were unanimous in favor of it after a trial. The pupils were 82.6 per cent. favorable.

There is cause for congratulation that there is full and complete exoneration of all professors of Ohio State University of charges of teaching communistic principles in their classes or advocating them on the campus.

Progressive Baltimore

A HIGHLY valuable day professionally was spent in Baltimore with Superintendent David E. Weglein recently. There was a noble progressive spirit with a leadership that develops such a spirit throughout the system.

The high spot in professional progress is in the Montebello Normal Demonstration School. In grounds, in buildings, in equipment indoors and out, in classroom arrangement, in curriculum, in professional idealism, in socialized atmosphere, in development of personality in student teachers, in passing this personality on to the pupils in various phases of achievement, it is remarkable.

This is the demonstration school for the city and for the State Normal School at Towson, to which Miss Lida Lee Tall has given national significance.

Another notable feature in the spirit of the entire teaching force is the systematic campaign for the improvement of teachers in service.

Superintendent Weglein has been in the Baltimore system for nearly thirty years, and has always been forward looking. He has been a professional student of education, has allied himself with the School of Education of Johns Hopkins University, and is ardently devoted to the perfection of all details of administrative and professional service.

We shall always regard the strenuous day with Superintendent Weglein as a banner day of professional study of a progressive school system in high speed action.

It is said that the week-day religious school movement was started in Gary, Indiana, in 1913. If any city had this phase of religious education prior to 1913 we would like to know of it.

What You Do Vs. What You Get

SUPERINTENDENT FRANK D. BOYNTON, Ithaca, New York, shows in a unique chart that the salary of a teacher in his school depends upon what she does to improve her efficiency.

By advanced study any three-year Normal School graduate or College graduate may, in any grade or department, without changing her grade or department, raise her own salary $450 above the schedule maximum in eight years.

The Normal School graduate starts at $1,100. The third year it will be $1,250 without personal improvement, but she may make it $1,325. The fifth year it may be $1,400 without personal improvement, but with personal improvement it may $1,550. The ninth year it would be $1,700 without personal improvement, but if she has earned an A.B. or a B.S. degree by personal study it may be $2,150.

A college graduate may in eight years go from a nominal increase to $1,800 to $2,250 by earning a Master's degree.

By superior excellence in daily work the eight years may be materially reduced.

National Education Association, Philadelphia, Pa., June 28 to July 4.

Evolution of Childhood

Fourth of a Series of Editorials Dealing with Character Problems

By A. E. WINSHIP

THE years three, four and five are childhood years. It must be kept clearly in mind that children differ as definitely as babies do; that children have their own way of doing things as individually as they creep.

It is even more important that parents realize that there are as definite ends to be attained in childhood as in babyhood.

If a child at three years of age cannot run, cannot laugh, cannot talk it is entirely clear that he is not quite "all there."

The mother had no occasion to worry if the baby did his creeping sitting up and wiggling himself instead of getting down on his hands and knees, provided he knew where he wanted to go, and got there as quickly as on his hands and knees.

It was only a question what he could do at three years of age.

There are just as definite attainments at six as at three. The tragedy is that no one seems to know or care what happens in childhood.

We cannot help knowing what the baby does, and when and how he does it, for he cannot go anywhere without being missed and looked up. He has no space freedom and no social comradeship, but in childhood all this changes.

In place of a mother or nurse of babyhood there are probably a father and a mother to queer things, possibly brothers or sisters, surely comradeships out of the home. Instead of indoor limitations of babyhood there is out-of-doors freedom.

There are ends to be attained in childhood by six years of age that are as specific as walking and talking, running and laughing at three years of age, and it is as serious a matter for a child of six to have failed to attain the definite abilities of a child of six, as for a baby of three to fail to attain his abilities, and yet, no one seems to know or care whether he is "normal" at six, whereas there would have been weeping and wailing had he not been "normal" at three.

There are three years in which a child may attain normalcy of childhood, as there were three years in which he attained normalcy at three.

The difference is this, that in the first three years the child develops ability to walk and talk without help, whereas it is impossible for him to attain childhood abilities of six by himself. It is now a matter of outside direction of the evolution of his abilities.

What is normalcy for a child of six? It is one hundred per cent. responsibility for doing the right thing for a child to do, in the right way for a child to do it, at the right time for a child to do it.

No child will do all this of himself.

Few families know how to help a child to do all this naturally, to attain one hundred per cent. responsibility for doing the right thing in the right way at the right time.

Before making suggestions that are largely personal opinions there is one statement that requires no apology. The family must be a unit in all action regarding the development of morale in childhood years.

If a child from three to five can win against either father or mother by tactful appeal to the other there is slight hope of fifty per cent. morale where there should be one hundred per cent.

If the father sends Laddie up stairs to bed an hour ahead of bedtime for some unsatisfactory act and the mother goes up the back stairs and rocks Laddie lovingly until it is bedtime there is no chance for question as to what Laddie is likely to be at six years of age.

If Sis asks her mother for money for an ice cream cone, and is told that she must not eat ice cream, and Sis bides her time till Daddie comes home and runs and get his slippers and puts his shoes away, and sits on the arm of the chair and kisses him sweetly, and at the opportune time asks for a nickel for ice cream, and he gives her a dime, there is no chance to doubt the effect upon her character.

If a girl learns that she can get what she ought not to have by smiling lovingly upon her daddy, need it be a surprise if later she gets what she should not have by smiling upon other men?

If the family realize that the future of a son or daughter is at stake in the unified home there will be inestimable good for America in family life.

As soon as a child goes out of the mother's sight and plays with neighboring children out of doors he is a child and not a baby, and at once he must begin to learn what responsibility means.

The mother says Laddie may go out in the yard any day after breakfast, provided it is not stormy or muddy, and he has on his playclothes, but he must not go out of the yard.

There are now two definite responsibilities for him to attain, not fiercely, but ultimately

absolutely. He must learn that there is no escape from his responsibility for heeding the "not to go out of the yard" proposition, by losing the opportunity to go out *in* the yard for several days because he went *out* of the yard once.

He must learn just as definitely that it is as bad for him to ask if he may go out in the yard when he knows that he may go out in the yard. He must be equally responsible for doing what he knows he may do as for not doing what he knows he may not do.

Just as soon as the family knows that he has acquired responsibility regarding going out in the yard and not going out of the yard he must be allowed to leave the yard and play near the yard. When that is acquired the bounds must be extended, and extended again, until there is no space limit.

Then time limits are extended, until before he is six years of age he needs to give no definite thought as to what the family says, for he knows what best he should do, how he should do it, and when he may do it.

He has learned and knows automatically that every new opportunity brings a new responsibility, and every achievement in responsibility will bring some new opportunity.

The same principle should be developed regarding spending money, regarding responsibility for care of himself, for certain practices such as care for his clothes, dressing and undressing himself, and for chore responsibilities.

Practically every day until he is six years of age there should be some lengthening of the tether of opportunity by the achievement of responsibility.

World Goodwill in 1926

By FANNIE FERN ANDREWS, PH. D.

DURING the first weeks in March we were stirred by the news of world events which seemed to threaten the disruption of plans entered into by the states of the world for the peaceful regulation of international activities. In this first attempt to admit Germany into the League of Nations, the uncertainties of political relationships were emphasized perhaps more than ever before. At least Europe seemed on the verge of reversing policies which the world had looked upon as real efforts for permanent peace and amity.

The first reaction to this seeming catastrophe, even on the part of many thoughtful people, was to despair of future world progress in this direction. For the moment, the situation produced confusion and disappointment. The solid process of world solidarity seemed shaken. It was amazing, however, to see the rallying of public thought, in all countries, when the statesmen at Geneva went back to their respective countries to give an account of their actions. This spectacle of open diplomacy, the distinguishing feature of the new world order, soon set at rest all fears of the political breakdown of machinery which has on so many occasions straightened out problems even more complex than the March episode at Geneva.

Even more surely could those who have studied the building-up processes of world contacts see the impossibility of a backward march to the old policies of intrigue and secrecy. When one considers the great undercurrents of international friendships, impelled by powerful organizations developing in their respective channels friendliness and co-operation among the peoples of the world, one has no cause to fear the ultimate outcome. Among these world organizations, none are more powerfully effective than those which have for their object the bringing together of intellectual forces in the interests of world friendship. Today these organizations form a world-wide network of intellectual co-operation and friendly relationships. They are the solid masonry of civilization. It is evident, however, in the light of recent events, that these stabilizing bodies, functioning as they do in the midst of critical and crucial world politics, should increase their energies to a greater degree than ever before and seek to direct public opinion, which in the world drama at Geneva proved to be the controlling factor.

The organizations of teachers dealing with the schools throughout the world present undoubtedly the fundamental power of developing thought and action. In Geneva last September, during an interview with Dr. Benès, foreign minister of Czechoslovakia, I asked him what he thought to be the most constructive method of combatting the extreme nationalism which in some quarters seemed to be obstructing plans obviously beneficial to the world at large. "There is only one way," Dr.

Benès said, "and that is to change the spiritual attitude of the world." He commended the efforts to train up children in the spirit of goodwill and friendly co-operation, and declared that the real hope of the future was in the young people who, he said, should be given an unselfish outlook on world affairs and be taught to see the real and permanent benefits of such an attitude, not only for the world itself, but for each individual state.

The ideas expressed by Dr. Benès are put into practice in his own country. Czechoslovakian school children are corresponding with those of their own age in the United States, under the sponsorship of the Ustredni Spolek Ceskoslovenskych Profesoru in Czechoslovakia and the American School Citizenship League in the United States. The Ministry of Education at Prague issues notifications to the teachers concerning the World Essay Contest, in which a Czechoslovakian student successfully competed last year, having received the second prize in the normal school competition. The Czechoslovakian Minister at Washington, in a letter dated February 20, 1926, addressed to the secretary of the American School Citizenship League, stated that the Ministry of Education at Prague has again this year issued notifications concerning the World Essay Contest, and that the Ministry will inform the secretary of the League directly as to the results of the competition. A systematic course for the schools of Czechoslovakia, entitled "Civic Instruction and Education," promulgated by executory decree of the Ministry of Education on April 11, 1923, has for its central idea the mutual respect of nations. The course teaches those elements of conduct which lead up to this world ideal.

Nor is Czechoslovakia alone in training youth in the ideas of mutual goodwill. According to a recent report, more than a score of governments, representing all sections of the world, have introduced the teaching of world peace and world friendship into the schools. We might cite also, did space permit, signal examples of such teaching in Great Britain and the United States. Our own country has in many ways led the world in teaching the great laws of human brotherhood. The eighteenth of May, called originally Peace Day, was first successfully observed in the United States. It was here, in 1923, where the World Conference on Education was held which resulted in the organization of the World Federation of Education Associations, whose aim is to foster international goodwill through educational co-operation.

Dr. Benès was right—the world needs a new spiritual outlook. Our own teachers and the teachers of the world have a unique responsibility in bringing this about. World Goodwill Day in 1926 should speed the time when mutual respect and mutual confidence among nations should be written into the national creed. The hearts of the young should be tuned to this new faith.

Potterin' Round

By William C. T. Adams

Keene, N. H.

Some folks allus seem so busy,
Rise each mornin' with the sun,
Never seem to get much done though
Yet they're allus on the run.
You can meet 'em everywhere
Jist a runnin' here and there,
Each day they cover lots o' ground
Jist a sort o' potterin' round.

They ain't done much when night comes round,
Least that's what they allus say,
They don't seem to have no system,
They're covered up with work each day.
They never seem to get nowhere,
Allus runnin' here and there
Just a coverin' lots o' ground,
But they're only potterin' round.

They're allus tellin' of the work
That is pilin' up to do
And each day the pile grows bigger,
Then tomorrow's something new.
Such people never seem to shirk
But just don't get down to work.
No busier folks is ever found
But they're jist a potterin' round.

When people have a lot to do
Better plan it out with care,
Do just the thing that's needed most
'Stead of runnin' here and there
A wastin' of your precious days
In so many useless ways
Jist a coverin' lots o' ground,
Jist a sort of potterin' round.

This Educational Unrest

By HOMER H. SEERLEY

President, State Teachers College, Cedar Falls, Iowa

IT is sometimes stated by well-informed people that the province of public education is not fully recognized, the purpose of public education is not generally realized, and that the expense of public education is not truly synchronized with the public ability to meet all requirements of the great undertaking to train and to prepare all the people so as to completely meet the idealistic and natural demands of democracy. I take it then that all such efforts as are combined in the new and remarkable plans of the United States of America, such as the building of a new kind of civilization on individual liberty, on personal obedience to law and order and on the freedom to decide great matters by universal suffrage through the use of the ballot, are methods that are assumed to depend solely upon the intelligence of the masses, upon the moral character of the electors and upon the fidelity and reliability of the ones selected as officials to be in authority. It is on these principles and to the carrying out of these functions that universal education is provided and that the training of all of the people for independence and for self-support has been adopted. The success of public education is thereby recognized as the first great duty and the first essential enterprise by the citizens of the American republic.

Under these limitations, if I were to base my opinion upon my own experience as a pupil in a pioneer rural school, as a student pursuing secondary and collegiate education at a state university and later as an inexperienced teacher for three years in country schools, as an instructor in an early day high school, as a principal of a high school for a short time and as a superintendent of a system of schools in a small city in Iowa for a decade, and finally as an executive for forty years in a school for training teachers for the common school service, I am obliged to testify that in the past fifty years there has never been found any attitude of majorities that was definitely pessimistic and hostile towards these organized contributions of the people for public welfare and for general progress.

In addition, it can be truthfully said that this remarkable confidence in education as the dependable agent of civilization and this sincerity of continuous and liberal support for the maintenance of the schools at their best status, has never been as encouraging and as evident as exists now in this sesquicentennial year of 1926. So far as the State of Iowa can be historically discussed, I am sure that it has been fully demonstrated that there has never been a more co-operative unity among the people of the state in their demand for better school buildings and equipment, for better education for the children as to courses to be taught, for the employment of better teachers to give instruction to all, for the better use of sanitary and of wiser management of the buildings in order to insure health and comfort and physical well-being to all who are thus housed, than is known to actually prevail today in every progressive community in the length and breadth of all the square miles of Iowa.

This extraordinary and insistent demand for better opportunities in civilization through elementary public education, secondary public education, higher public education and professional and industrial education is one of the wonders of the centuries in the history of the development and the progress of American culture and efficiency. Under such remarkable expansion of growing ideals and of expansion of unlimited expenditures to prove the zeal and the ambition of the public aim better things in every way are continually urged in every decade, and it is not surprising that supervision, teaching and personal service of the workers cannot keep pace with the advancing investment of money and of authority in the building of a school system materially, mentally and spiritually. It must be evident to the honest thinker and investigator that the most difficult contribution to make is that of personnel because it takes much longer time, much more originality of talent and much more training and development to produce men and women of rare gifts of ability and competency than it does to develop architectural beauty, artistic surroundings and masterful capabilities.

Public opinion is much more able to discuss administrative deficiencies and shortcomings and to decide ends that should be reached in the training of the coming generation than it is to deal with the fundamental problems they observe to exist and yet needing solution. They know with certainty whether school officials are meeting the emergencies of the times, whether the schools are securing the hearty sympathy, co-operation and enthusiasm of their children, whether the qualifications being secured are worth the time and the ex-

pense given, whether the teachers are abreast of the times and are able to conduct affairs in a masterly way. But after this is done the thinking of the masses may not be very thorough or complete in solving the true difficulties because it is entirely impossible for the parents to take the place of the teachers. But setting that aside these Americans of common classification are not very far wrong when they are dissatisfied with outcomes that are not reached in the training of humanity since this is the difficult thing to accomplish and the intricate consideration to reach. Even then the best qualifications of the best personalities are none too capable or too worthy to accept the gigantic leadership imposed by this the greatest and the most distinguished and the most masterly service of an age wherein the greatest experience and the most accurate knowledge are both imperative and essential.

Does the public believe in education? This question is answered very demonstratively by the children and the youth who are seeking instruction. One only needs to observe the marvelous expansion of the elementary schools in course of study and of population; one only needs to consider the extraordinary broadening of opportunities organizing in the Junior High Schools and count the multitudes that are in attendance; one only needs to realize the new massive structures required to care for this large body of pupils; one only needs to contemplate the immense and the growing service of the senior high schools and the armies of pupils that are thronging their halls still compelling the cities and towns to make more and more provision without finding an end; one needs only to reflect upon the Junior colleges that are being founded without laws of the state or without the authority of any external influence but the desire of the common people; one only needs to investigate the student bodies that are rapidly accumulating in colleges and universities so that boards and faculties and even churches and general assemblies are unable to decide what to do to meet the exigencies that are continually uppermost in order to be compelled to wisely conclude that the American people have great and lasting faith in education as a means for all individuals to secure opportunity and for all communities and cities and states and even nations to maintain their part in civilization in order that all may be capable of doing their complete part in the ultimate progress of the world in all the possible outcomes that must be met.

What should be said of this unrest and of this condition of this age? Is it any wonder that this alleged unfavorable condition, this critical spirit, this untoward appearing outlook and this alarming outcome should unitedly produce the kind of unrest that comes from real want of speed and unsatisfactory though necessary delay causes. It always takes more time to do these great gigantic things than human nature is satisfied to give to the conditions and operations. It takes more talent and more training in capability than the human race has yet produced in order to supply the genius, the leadership, the astute judgment and the superb ability to use ways and means to the emphasized desired ends in education that a rapidly and ambitiously developing civilization insists upon having in effective action. Twenty-five years is the very shortest time that can be assigned to the improving sensibly and actually the personnel of the teaching staffs of the American school systems, as such an accomplishment involves so many factors and such wise seasoned intelligence in all the elements concerned that even time and effort may not prove capable to reach the new and very remarkable standards of this period of history. American civilization and American government has tried to do in 150 years what Europe has been getting done in several centuries, and it is greatly to the credit of this "hodge-podge" of a population that in a democratic way American education has made such indescribable advance in the interpreting of a man's place, a man's opportunity and a man's rights as a responsible citizen, let alone seeking to make him the typical American with a better personality in order to be a wiser actor, a nobler public servant and a larger world citizen from generation to generation. There is much to condone when such large investments are being cheerfully made for such long time in order that education may not find itself handicapped by the immensity of the business it is endeavoring to transact in a way that must always mean success rather than failure.

There is no equivalent undertaking in society that men and women can follow that compares in responsibility and in difficulty to that of endeavoring to be educators—to serve the public in the capacity of instructors of youth and to do this with the sublime assurance that they will guarantee that the coming generation will be stronger and better and more efficient than the present one. The supporters of this campaign for national greatness and distinction are sanguine as to what can be done if the public will give buildings, equipments, financial budgets and personnel to maintain high standards and to give the greatest ultimate promise of outcome and hence there are organized elaborate school systems, and the wealth of the entire country is mortgaged for a long term of years to give this notable

chance for desired culture, actual training and produce thereby permanent civilization. Then there are organized staffs of permanent workers that are to be sufficient to professionally conduct this remarkable service. All of these are classified, salaries determined, authority confirmed in the provinces outlined, and the governmental machinery is then annually supervised, investigated, reorganized and amended by the legislation of general assemblies and of other constituted boards of management that determine policies, plans and procedure. The only wonder is that the machinery works so smoothly, that the co-operation and the public confidence is so superior and that the results attained are so approximately commendable. It is remarkable indeed that a democracy can function so well when universal suffrage is the method of determining, exploiting and conducting such a remarkable scheme as universal education. It takes the grandest and the most continuous optimism to reach the satisfactory solution of guaranteeing a fair chance for every child of democracy—on the basis of his inheritance of citizenship.

The more one studies American education in action, the more he knows of the triumphs of the past half century in approximating this highly interesting type of fundamental progress, the more he realizes the sacrifices of fathers, mothers, citizens and teachers to this majestic end, the more he admires the power of the people of the United States, their wisdom in looking after the great future of the American Republic and the more he realizes the great and the glorious and the responsible privilege of being a highly esteemed, a worthily recognized and a nobly admired public servant of the American people.

Friendships in High School

By KATHARINE F. CODY
Roxbury High School, Boston

THE question of proper acquaintance and friendship between boys and girls in high schools is one that presents to the administrator of the school and his teaching corps a two-fold problem:—

I. There is likely to be found in every mixed high school a rather large group of socially inclined boys and girls whose conduct and familiarity with each other indicate much social freedom and little restraint outside of school hours. They naturally expect to be able to transfer this same social laxity to high school and often actually attempt it. Their acquaintance is frequently of the noisy, flippant, bantering type, crude in its ideals of pleasure and indifferent in its methods of attaining these ideals. These acquaintances are seldom of the type that lead either the boys or the girls to worth-while friendships or even develop into attitudes of mutual respect. This type of pupil requires guidance, not so much in the formation of acquaintances as in the selection of the proper type of acquaintance, with special attention to correct standards of speech, of grace, and of good breeding.

II. There is a smaller group of boys and girls in high schools whose social interests are wholly or partly undeveloped, either through natural diffidence, through lack of opportunity or through exclusive attention to academic interests. These boys and girls may even resist effort made to draw them into a phase of school life which does not find an immediate response in their nature, but which should not be neglected if they are to be able to meet the problems of life upon entering a career.

In the guidance of these two groups, there is need of good example by display of good manners and courteous treatment on the part of the teaching corps. A friendly interest in the activities of pupils outside of class hours is likely to win their co-operation and faith in a program which aims, without their knowledge, at fostering proper acquaintances and friendships among them.

Some of the following suggestions as to the furtherance of this social guidance may be effective:—

A. Three-minute talks on ethics may he held in the home rooms as part of each morning exercise. A girl should present her view of the matter under consideration. A boy should present his point of view of the same matter. Each should be taught tolerance of and respect for the other's viewpoint. The prepared topical outline of the subjects for discussion may be varied so as to drive home any lessons needed at a particular time because of a flagrant offence, a boorish bit of misconduct, a flippant act, or any other current variation from approved standards of conduct. Some of these talks will help to remove the self-consciousness of some pupils, who really inhibit themselves from finding any interest in the acquaintance of those of the other sex.

B. School activities of an academic, social, musical, or dramatic nature, under proper supervision, are a very efficient and practical plan of bringing about the desired ends.

1. For the pupils with strong intellectual interests, clubs and associations of various sorts may be organized. Officers and members of these clubs should be of both sexes. Those whose interests are similar would thus find a common ground, as only those interested and qualified would naturally become members of the clubs. A common interest expanded and developed furnishes a topic for conversation, a stimulus and incentive for further study and research, and an opportunity to share plans and results with others.

   Clubs of this sort may be:—

   (a) Language Clubs—such as French Clubs, Spanish Clubs.

   (b) Science Clubs—with special attention to astronomy, botany, etc.

   (c) Business Clubs—with discussions of business administration, personnel work, business ethics, etc.

   (d) Dramatic Clubs—with discussion of stage proprieties, actual play production, etc.

   (e) Debating Societies—with their opportunity for discussion of many questions involving correct conduct and procedure.

   (f) School Congresses—with emphasis upon dignity and formality in speech and in procedure, as befitting similar organizations.

   (g) Gardening Clubs—with especial attention to cultivation of flowers, small fruits or vegetables.

   (h) Camera Clubs—with especial interest in amateur photography.

   (i) Musical Clubs—Glee Clubs or orchestras furnish opportunity for group work with both sexes.

2. While these clubs stress the academic interests of pupils, the socially-inclined pupil should be provided with recreational opportunities at school assemblies or parties, where under school supervision, courtesy, good manners, and attention to refinements of speech may be enforced if necessary.

A program of guidance should aim at furthering in a right way the schoolday acquaintance of boys and girls. Those acquaintances may be the basis of lifelong friendships of the better sort.

Missouri's Leadership

By A. E. WINSHIP

THE State Teachers Colleges of Missouri are among the best in America, and it is highly important that professional people, at least, should know why the State Teachers Colleges of Missouri are outstanding professional institutions.

Missouri was the first state to transfer from state normal schools to State Teachers Colleges, thereby eliminating the handicap of the traditional normal schools which delayed modern teacher training in most states.

There is no more important educational problem in America than to know why Missouri was one of the leaders in thus modernizing teacher training in the United States. Missouri was the only important state that was open-minded to teacher training conditions and philosophies fifty years ago.

No one can think straight on this problem who does not have ever in mind the historic background of teacher training in the United States.

There had been intense professional crusading by three birthright claims to professional prominence: Massachusetts had insisted that training to teach was the mission of a Normal School. New York was equally insistent that there must be a psychological philosophy beneath all teaching of the art of teaching.

A science of education was the Oswego (N.Y.) ideal, whereas Bridgewater (Mass.) said there must be skill in the art of teaching. Millersville (Pa.) insisted that there could be no adequate psychological philosophy of teaching unless there was behind it traditional academic scholarship.

Oswego had the poetry of professional devotion, whereas Bridgewater had the prose of practical experience, and Millersville had scholastic conventionality.

Oswego's sentiment captured the enthusiasm of teachers in Michigan, Wisconsin, Minnesota and San Jose, California, Bridgewater via Normal, Illinois, Emporia and Los Angeles assumed a dignity that worshiped skill in the art of teaching, and Millersville's academic emphasis captured everything in Pennsylvania and in the entire South.

Missouri had a strong Southern sentiment for academic traditions, but Dr. William T. Harris in St. Louis gave a philosophic atmosphere to the academic aspirations; Illinois in-

sisted upon skill in the art of teaching, and Missouri was the only state which had a professional complex which had the basal ideals of academic scholarship, professional philosophy and pride in skill in the art of teaching.

This complex made it impossible to accept whole-heartedly anything that had not academic recognition, equally impossible to accept any scholasticism that was not educationally philosophic, more impossible to accept anything that did not produce skill in the art of teaching. This made State Teachers Colleges inevitable.

At the same time it failed to satisfy worshipers of academic scholasticism and could not create zeal in those who were Simon Pure Bridgewater or Oswego devotees.

No one can appreciate the State Teachers College leadership of Missouri who does not understand the social and industrial evolution of the State.

George Washington made two important speculative investments; one in the Mohawk Valley in New York State and one in Missouri. Every detail of the Mohawk Valley investment is known, while little is known of the Missouri venture.

It is known, however, that Washington promoted the raising of mules in America because oxen were too slow for the Missouri country, and oxen were chiefly valuable where great drawing power was needed, as it was not in Missouri. Horses were too sensitive to feed and care for by pioneers. He said mules were every way better than oxen, and they were better than horses because they were indifferent to quality of feed and amount of care. When they were dissatisfied they would kick, but were not sick.

Moses Austin was a characteristic Missouri pioneer who established permanent enterprises and then helped to rescue and establish Texas, for which services the state capital was named for him. Pioneer Missouri was a radiating centre for the Southwest.

St. Louis has always been the industrial, commercial and educational centre of the Southwest, and always will be. She has given America great educational leaders like Calvin M. Woodward, William T. Harris, Louis Soldan, John W. Withers and others who will always loom large in America's educational leadership.

Missouri had the first college or university west of the Mississippi; was first to take advantage of the Ordinance of 1787; the first to select townships for a university under that Ordinance; the first to cash in on selection of the townships beyond the Mississippi.

It is as natural for Missouri to assume leadership in State Teachers Colleges as for Iowa to raise corn, Texas to raise cattle or South Carolina to raise cotton.

Freedom's Heritage

By N. D. Showalter
Cheney, Wash.

Oh, My Country, My Country!—adopted land of my father's father,
Thou hast fostered our generations through the years,
Thou has welcomed us to thy fields of nature's wealth,
Thou hast privileged us to choose rarest fruits within thy possessions.

Thou hast given us the freedom which true men so long desired;
Thou hast bidden us speak the honest word of heartfelt conviction.
Equality and fraternity hast thou kept before us as guiding principles;
Conquering and to conquer thou hast encouraged our progress.

Free and equal hast thou made us before the law;
Independence and responsibility hast thou placed side by side
Demanding that both must stand or fall together
And that both upon truth and justice shall depend.

Thou hast demanded that all share the responsibilities of government.
That honest majority rule means respect for minority wishes;
That public opinion must be based upon judgment rather than tradition;
That tolerance and understanding are virtues of all true men.

To safeguard these things free education was given us
As a heritage to "All the children of all the people."
All sharing alike in this equality of opportunity—
From the kindergarten to the university the doorway stands open.

We have come to love thy broad plains, thy fertile valleys,
Through which course majestic rivers and laughing streamlets;
Thy richly timbered hills and snowy castled mountains,
Thy beautifully painted landscape set attune by happy "song birds."

And above all thy jeweled firmament with its glittering stars
All set in celestial harmony and terrestrial beauty,
From which Heaven's blessings are poured out upon us
And God whispers His sacred admonition—"All men must brothers be."

Wayside Jottings in New Zealand—II

By L. H. PUTNEY

There is much similarity of organization between the educational systems of New Zealand and of the six Australian states. You find in all the same scheme of grading, similar technical colleges, teachers trained in schools established and controlled by the department, correspondence schools for children living in remote and sparsely settled back blocks, bursaries and "exhibitions" to assist students to secure a higher education, school journals used in place of basal readers, etc.

On the other hand, you find in New Zealand several distinctive features. For example, in the nine inspectorial districts (each is under a senior inspector assisted by a varying number of junior inspectors) a certain number of skilled teachers with successful experience in "sole-charge" (one-teacher) schools are employed as "organizing teachers." They are sent by the inspectors to assist inexperienced or weak teachers in organizing their work. They may stay with a particular teacher only a few days, or again, perhaps for two or three weeks, as the situation demands. It seems to us that here is one idea that could well be copied in our own country.

Another worthy feature of the New Zealand system is requiring all aspirants for teacher-training to demonstrate their fitness for the profession by a year's service as a probationer in some well organized school. While serving in this capacity these young men and women are paid thirty shillings ($7.20) a week. At the end of the year, if recommended by principal and inspector, they are given appointments to one of the four training colleges. These carry allowances sufficient for them to maintain themselves. The course of instruction usually extends over two years and includes considerable practical work in the associated "normal schools" (practice schools). At present the number of teachers completing this course each year is about sufficient to meet the requirements of the system. As a result, the schools of New Zealand are being staffed with far better qualified material than is the case anywhere in Australia, not even excepting New South Wales.

A year ago the senior inspector of the Auckland district (the largest in New Zealand) began an experiment which seems to have most promising possibilities both in and out of New Zealand. Realizing that many one-teacher schools are taught by teachers lacking sufficient training (older ones in the system) or without experience, he proposed to his board that certain strong well-staffed city and country schools should "adopt" one or two of them. The scheme was approved, and thirty-seven "parent" schools were selected to do the work. The attitude of the principals chosen is indicated by the following excerpts from the replies received when the proposition was put up to them: "I have not forgotten my own experience in country schools and am delighted to help." "I esteem it an honor to be afforded this privilege of helping those in need of assistance." In all, forty-eight schools were adopted. Here are what some of their teachers wrote the inspector a few weeks ago, at the end of the first year of the experiment: "The difficulties which beset a country teacher have, to a large extent, been removed." "The scheme is capable of far-reaching effects, particularly as it is one into which the children can themselves enter." "The scheme has been of considerable benefit to my school; it has introduced a spirit of emulation, and the pupils have endeavored to attain to the standards reached by the town pupils." "I should be very sorry not to be adopted next year." To our inquiry as to how the parent school helped the adopted school, we learned that first of all, the principal gave the teacher advice as to his "time-table" (program), the work books, the organization and classification of the pupils, and the general routine of the school. This was done through the exchange of letters and documents. He and his teachers were constantly ready to suggest methods of teaching a particular topic in response to a request for assistance. They made suggestions as to suitable library books and supplementary readers (in New Zealand the central government allows each school three pence [six cents] a child annually for the purchase of supplementary reading material). Samples of the work done by the pupils in the adopted school were sent to the parent school and returned, marked so as to indicate the standard of efficiency attained, and along with them went certain suggestive constructive criticisms. The parent schools also sent samples of similar work done by their pupils—the best, average, and poor. Model sets of examination questions were prepared and sent to the adopted schools. Arrangements were effected for the children of the two schools to enter into correspondence. Vacations were so arranged that the teachers of the adopted schools could visit their parent schools and spend a few days in observation and conference. The total cost of the experiment to the school board averaged only about sixty cents an adopted school. It is needless

to say that such a profitable experiment will be continued during the school year which opened in February, and on a somewhat larger scale.

The high schools (often called "grammar schools") and technical colleges (manual-training schools) are administered by separate boards from the primary schools. As a rule the technical colleges are better equipped than the high schools. Both are disgracefully lacking in libraries.

Probably the most imposing high school building in the country is the Boys' High School at Dunedin. It consists of a number of substantial stone buildings, situated on a beautiful hillside overlooking the entire city. We visited it on closing day when everyone was busy with examinations. To our request to be shown the library, we were shocked to receive the reply from the headmaster, "Non est," and he told the truth. There is an atmosphere of classic tradition about these New Zealand high schools entirely lacking in those back home. On the walls of the chapel at Dunedin, a dignified Gothic room with a raised dais for the gowned faculty and benches for the boys, are tablets commemorating the successes of those who were once its students. On either side of the dais is a large slab containing the names of the so-called "duxes" or class leaders since the inception of the school. It is hard to picture any boisterous conduct in a room so full of tradition, and we doubt not that the mere assembling there once a week is largely responsible for the peculiar affection felt by the "old boys" for their high school, a feeling that they do not seem to entertain later for their universities.

In New Zealand the university is really only an examining body. Connected with it are four colleges, the larger being Otago University at Dunedin and Auckland University at Auckland. The latter is just moving into a beautiful new building nicknamed the "wedding cake," because of its whiteness and the peculiarly-shaped tower with which it is crowned. At Otago University they have a particularly strong department of home economics, presided over by an American woman. Much to the chagrin of the dominion supervisor of home economics, loyal Britisher that she is, Otago uses as a textbook the Boston Cooking School Cook Book. In this connection it may be interesting to learn that the United States is also supplying one regular textbook to the New Zealand primary schools—the Beacon Method in Reading. Except in the case of readers for the infant classes (grades 1 and 2) all the schools use the same books. These are prescribed by the Department in Wellington and bought by the pupils. They are the product of New Zealand authors and of a New Zealand publishing house. Compared with our school books they look very unattractive, but have one virtue—cheapness. For example, the arithmetics cost 18 cents and 36 cents, respectively, and the geographies (four books) range from 30 cents to 60 cents. Even so, we hear that the parents complain a good deal about the cost of schoolbooks, which goes to prove that human nature is much the same the world over.

New Zealand frequently exchanges teachers with Canada and other parts of the Empire, and would willingly do so with the United States if any large city there would join in the scheme. In fact, her assistant director actually made proposals in this direction to the California authorities, but without avail, due to statutory difficulties. We are inclined to think that both countries would profit largely from becoming better acquainted educationally, and no more propitious time could be found to start the movement than now in the wake of the visit of our fleet. All America should be proud of the good impression our sailor boys left behind them, both in New Zealand and Australia. We have been in all the towns they visited and everywhere one hears them praised for their orderliness and courtesy and modesty. We wish that as much could be said for the commercial travelers that some of our manufacturers have sent to these parts.

In connection with this exchange of teachers, let us say that an American would find it awkward to get into the system in any other way. It seems that in New Zealand all teachers are graded once a year at a joint meeting of the senior inspectors, a task which requires nearly a month to complete. Their names are then entered on the "register" according to rank, and when a vacancy occurs the appointment goes automatically to the person who is first in line. There is no such thing as applying for a position as in the United States. Whenever a person from outside the country enters the system he must serve in some school as a sort of probationer until an inspector has had an opportunity to observe him at work and to give a grade. After this his name is placed on the "register" in proper position and he will become eligible for promotion.

An American teacher visiting New Zealand would be surprised to discover how well-informed New Zealanders are concerning things going on in America. Although very few of her school people have visited in the United States, they are extensive readers of American educational literature and quick to try out those ideas that they find agitating the profession there. As a result, the last report of the Minister of Education contains more

than one reference to "silent reading," and the current issue of the Dominion Year Book devotes a whole chapter to the giving of the Terman Tests in the primary schools of the dominion. So eager are the authorities to profit by America's experience, that the day we spent in the Department at Wellington they insisted we should answer all sorts of questions about the education of the Philippines, and ended up by asking a copy of the article supplied the Journal after our trip through the Philippines. It seems that a conference was about to be held, looking to the establishment of a uniform educational policy for Samoa, the Cook and Tonga Islands, the Fiji group, and other British possessions in Oceanica, and that they wished to profit by the Philippine experiment.

It is not the teacher alone who is informed as to what America is doing and thinking, for all classes of New Zealanders are extensive readers of our magazines. It is interesting to find that some of the best are really the most popular. For example, at the Public Library in Christchurch, a very Englishlike town on the Avon, we were told that with their readers the second most popular American magazine of non-technical character was the Atlantic Monthly. So popular is it that they receive three copies every month and these are in circulation for months back most of the time. As a result of all this, the New Zealanders' knowledge of our geography and history and politics is amazing. The only markedly erroneous ideas they have regarding the United States are traceable to the moving-picture films, which have given the impression that cowboys still shoot up the western towns and that American society is rotten to the core. Nothing would do more to set America right before the world than for her film makers to place a ban on the export of all such pictures.

Prayer for Teachers

By GLENN FRANK

O LORD of Learning and Learners, we are at best but blunderers in this godlike business of teaching.

OUR shortcomings shame us, for we are not alone in paying the penalty for them; they have a sorry immortality in the maimed minds of those whom we, in our blunderings, mislead.

WE have been content to be merchants of dead yesterdays, when we should have been guides into unborn tomorrows.

WE have put conformity to old customs above curiosity about new ideas.

WE have thought more about our subject than about our object.

WE have been peddlers of petty accuracies, when we should have been priests and prophets of abundant living.

WE have schooled our students to be clever competitors in the world as it is, when we should have been helping them to become creative co-operators in the making of the world as it is to be.

WE have regarded our schools as training camps for an existing society to the exclusion of making them working-models of an evolving society.

WE have counted knowledge more precious than wisdom.

WE have tried to teach our students what to think instead of how to think.

WE have thought it our business to furnish the minds of our students, when we should have been laboring to free their minds.

AND we confess that we have fallen into these sins of the schoolroom because it has been the easiest way. It has been easier to tell our students about the motionless past that we can learn once for all than to join with them in trying to understand the moving present that must be studied afresh each morning.

FROM these sins of sloth may we be freed.

MAY we realize that it is important to know the past only that we may live wisely in the present.

HELP us to be more interested in stimulating the builders of modern cathedrals than in retailing to students the glories of ancient temples.

GIVE us to see that a student's memory should be a tool as well as a treasure-chest.

HELP us to say "do" oftener than we say "don't."

MAY we so awaken interest that discipline will be less necessary.

HELP us to realize that, in the deepest sense, we can not teach anybody anything; that the best we can do is to help them to learn for themselves.

SAVE us from the blight of specialism; give us reverence for our materials, that we may master the facts of our particular fields, but help us to see that all facts are dead until they are related to the rest of knowledge and to the rest of life.

MAY we know how to "relate the coal scuttle to the universe."

HELP us to see that education is, after all, but the adventure of trying to make ourselves at home in the modern world.

MAY we be shepherds of the spirit as well as masters of the mind.

GIVE us, O Lord of Learners, a sense of the divinity of our undertaking.

—Exchange.

Character Chats

Fourth Installment of a Week-by-Week Feature Which Is Attracting Wide Attention

By JOSEPH B. EGAN, A. M.

THE AUTHOR TELLS HOW HIS TEACHERS USE "CHARACTER CHATS"

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The 12-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.—J. B. E.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

The Spirits of Beauty

THERE is a feeling of spring about us in the air. We cannot see them, we cannot hear them, but spirits are abroad all over our fair land. Beside every violet rock in the pasture; under the carpet of faded brown on the long hills; in the twigs of the old apple tree, these spirits are waking and stretching their arms and yawning and saying in a spirit-like way:—

"It's time to get up; it's time to get busy again, for spring is nearly here."

What wonderful little spirits they all are; so wise and so lovely, and so filled with a longing to do beautiful deeds.

I know of one that is awakening in a little valley at the foot of a great oak tree. I know just where she has slept all during the winter months. She is a real fairy of the spring woods. She is waking now and will soon be as busy as a bee in a field of dandelions. The first thing she will do is to weave herself a fairy gown of bright new cloth of delicate green. Then she will lift up on a slender stem a little modest bonnet out of which will suddenly peep the surprised face of a full-grown violet. She is a woodland spirit, who takes a violet form just as the man spirit takes the man form and the woman spirit the woman form.

It is a happy thing to know that we are here in a world of spirits all taking different forms, but all striving to bring beauty onto the surface of the earth.

It must be that beauty is a very precious thing in the eyes of God. He must love it around Him, for everywhere we see His creatures trying to lift it up to Him. The violet says: "See the lovely blue of my blossom." The rose says: "Smell the dainty perfume I distill in my crimson cup." The lily says: "See the purity and whiteness of the chalice I lift up to you."

And men and women, each in a particular way, lift up beauty also.

Kind words, and smiles, and gentle deeds, and thoughtful acts and pure hearts. I think all of these are more pleasing in the eyes of God than the color of the violet or the perfume of the rose, or the white chalice of the Easter lily.

Jellyfish

THERE was once a very lovely jellyfish. He was round and fat and of a delicate pink color. He had shiny slippery sides and long arms that hung down like draperies when he floated about in the sea. Now, while he could swim, he made very little effort to do so. Why should he, when all he had to do was lie back in the gentle currents of the sea and let them carry him here and there. Speaking from a merely human standpoint, he had a soft job. Nobody ever expected anything of him

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but he expected something of everybody and everything about him.

One day a gentle current carried him in towards the rocky shore. It was such a lovely day and the sea was so smooth and the water so warm and the food so plentiful that the jellyfish just lay back and enjoyed life. He knew, of course, that he was getting pretty close to the rocks, but he was too lazy to move his arms to swim away.

Suddenly, as if from nowhere, the sea rose in a great wave. A huge mass of water with foaming crest rushed over the jellyfish and carried him toward the shore. Against that onrushing tide the feeble arms of the jellyfish were of no use whatever. With a crash the wave broke over the rocks, flinging the jellyfish flat upon a great granite boulder. To be sure, other creatures of the sea were carried ashore, too. A big crab picked himself up and sidled off into the water. A lobster flipped himself backwards with his huge tail and thus gained safety. A little fish flipped and flopped until, he, too, reached the water again, but the jellyfish just hung on the rock like a dead, mushy thing. The sun came out and dried him up, and finally a gull found him and gobbled him down.

Now, why did all this happen? Why did the jelly fish just lie down and die? Why did the sun get a chance to dry him up? Why did an old gull gobble him down?

Because, because—now, all together—

HE HAD NO BACKBONE.

May we all have backbones, and know how to use them.

A Girl Who Was Naughty

THERE was once a little girl who was naughty. She was so very naughty that I am writing this story about her. What did she do? Well, what didn't she do? She whispered when she ought not to. She said cruel things when she might have said gentle things; she frowned when she might have smiled. She was lazy, discontented, peevish, unmannerly, awkward, selfish, jealous, and seventeen other things that I cannot think of at this moment. So you can see without being told what a very, very naughty girl this girl was. I say "was," because she isn't any more.

One evening as this girl left the schoolroom she reached up and gave the beautiful silk flag a dreadful yank. You may not believe it, but the flag gave a little silken scream as it tore in two. When the flag screamed the naughty girl was frightened, and because she didn't know what else to do she tucked the piece of flag she had torn off into her blouse and hurried from the room. On the way home she stopped at an ash barrel and took out the torn flag, and was about to hide the flag in the dirt when a policeman came around the corner, so she hid the flag in her blouse again and ran quickly away, and all the time the flag was hidden in her blouse it lay just over her heart, and she seemed to feel the light of the stars passing into her very soul. When she came to her house she ran down into the cellar and took the flag out and was about to stuff it into a bag of old rags when her father came down to get some coal, so she quickly hid the flag again in her blouse over her heart and ran up to her own room. And all the time she climbed the stairs, the light of the stars seemed to pass again right into her very soul. When she reached her room she took out the torn flag and lifting the covers on the bed quickly hid it from sight. At supper she was so unhappy that her mother worried over her. She could not eat a bite. All she could think about was the torn flag and the light that had passed from the white stars into her soul.

The next morning a sad and white-faced girl sat down to eat her breakfast. The lovely poached egg did not appeal to her at all, and the glass of milk tasted flat and uninteresting. When the school door opened the girl was the first to enter. She stole up the stairs and into the room, quickly took down the rest of the torn flag and fled with it into the basement. There in a dark corner she took a thimble, a needle, and a piece of thread from her blouse and began to sew, but her fingers fumbled and things would not go right. No matter how she toiled the flag always looked as though it had been mended. An hour after school started the teacher found her in the dark corner still sewing and sewing while tears ran down her cheeks, and spotted the flag.

Now the teacher was a very wise woman, and she dried the girl's tears and helped her to mend the flag, and as the two mended they both knew that they were mending more than a torn flag.

Note to children: If you wish to know what kind of a girl this girl became just read over the first sentences, putting the very opposite good adjective in place of every bad one.

"Show Me"

I HAVE a friend whose theory of life is all centred around the expression, "You've got to show me." He is firmly convinced that "seeing is believing." In talking with him the other day the question came up, and I asked him a few pointed questions that, at least, gave him something to think about.

"Have you ever been to Rome?" I asked.

He admitted that he had not. "Then," said I, "you believe Rome exists merely on the say-so of people who have been there." He had to admit the truth of that. "Have you ever seen the life principle in a tulip bulb?" He admitted he had not. "And yet," I said, "you have just planted a hundred because you know such a principle exists and will throw blossoms in the spring." He had to admit the truth of that, too.

"Now," I went on, "these two instances prove that there are many things that we know to be true that we cannot sense; that we believe in, nevertheless, although we cannot hear or feel or smell or see them.

"The great being we call God is one of those big truths. We cannot see Him, but we know He exists because we see His works, His worlds, His animals, His flowers, His birds, His men and women, His great unchangeable laws that even the stones obey. We cannot feel Him, but we know He exists because we can feel His winds, His snows, His rain, His rocks, the hands of His human beings. We cannot smell Him, but we know He exists because we can smell the fragrance of His tree-covered hills, the odor of his flowers, the tang of His vast sea. We cannot hear Him, and yet we know He exists because we can hear the voices of our friends around us."

I do not know whether I convinced my friend or not. I hope I did, but in any case this much is true. God is all about us hidden in the world. He speaks to us through every noble word that falls from human lips, through every song of bird or crash of wave. He appears to us in every happy smile, in every loyal act, in every lovely scene we look upon. He touches us by day and night a thousand times. He sits down with us and rises up again and walks with us along the ways we go. He whispers to us in the silence, He guides us through our conscience, He rebukes us through our feelings of remorse when we have done evil. He rejoices with us when we have done some noble thing. He is our infinite Friend, without whose constant aid we could not even live.

How necessary it is, therefore, if we are to enjoy happiness here and hereafter, to go through life with a consciousness always in our hearts of the nearness of God to us!

Dropped from the Skies

ONE night a man was driving a truck along a country road. Suddenly he saw a brilliant streak of light dart across the sky above his head and, with a roar like low thunder, bury itself in a field near by. For a moment the man was dazed and could only bring his truck to a stand and gaze at the spot where the roaring light had buried itself.

If this had happened a thousand years ago the man would have fled from the scene in terror, but this truck driver felt only a keen curiosity to know what it was that had come roaring out of the sky to bury itself in a vacant field. On that account he got down from his truck, and after a search found a hole in the earth at the bottom of which lay a large black object still so intensely hot that he could not touch it.

The next day he dug the black object out of the earth, and carried it to a scientist in a nearby university. This learned man said the object was a meteorite which had rushed out of the depths of space, burned its way through our atmosphere and come to a final rest upon the earth itself.

The strange thing about it all is this: The meteorite was found to be composed of iron, a little nickel and tin, and a very small amount of gold. It is interesting to dream about the source of this strange object. Was it thrown, in the dim past, from a great volcano on the moon or did it rush up out of a dreadful storm upon the sun? Is it part of the ancient material that cooled down to form the earth, or has it traveled for countless ages from another world to visit this little one of ours? Wherever it came from it shows conclusively that God works everywhere much as He does here. There is iron and nickel and tin and gold on the other worlds that gleam in the depths of space. God's vast laws operate out there on the stars just as they operate here with us. Our world is one with all the worlds in God's universe, and we are one with all the thinking creatures that have risen up from the hand of the Creator. What a place of dignity each one of us holds in the mighty scheme of the Great Spirit who sets his iron in all his worlds as a symbol of his power; who moves the stars in their paths, and creates in His own image and likeness other spirits to see what He has done. That truck driver out there in the night, who saw the meteorite end its far journey in a field on earth, is an emblem of all of us who have eyes to see and ears to hear the wonders of the great God Who has chosen us to be his witnesses.

And if we are the witnesses of God, so is He our witness, and as all His works are good, so should all our works be good and in accordance with His will.

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TREND OF THE TIMES

Tangle Over Land And Oil Straightened

The long-standing controversy between the United States and Mexico over the right of American citizens to retain property in Mexico acquired under the laws of that country, has reached an apparently amicable conclusion after intensive exchanges since November. The official correspondence, recently made public, comprised ten notes and memoranda and showed that the major American objections to the Mexican attitude have been removed. While no formal acknowledgment is made by the United States that it is satisfied with the adjustment effected, it is the understanding that neither government expects any further fundamental disagreement. This controversy excited grave apprehension on the part of the United States Government, which saw prospect of considerable numbers of its citizens, oil well and mine operators and owners of some large and many small ranches, being deprived of the lands they had bought.

Portraits of Lenin Supplanting Ikons

In Russian Community centres, portraits of Nikolai Lenin are fast displacing the holy ikons. Although his portrait has disappeared from Russian postage stamps, it is being displayed upon plates, crockery and chinaware. The Government soon will engrave the likeness on coins. Countless streets, villages, towns, railroad stations, museums, schools, libraries and clubs have been named after him, and it is still the custom to name children after him. His portrait is seen even on public lawns, ingeniously worked out in flowers and foliage. In every dwelling house, club, government institution, school, university, hotel, railroad station, hospital and theatre, his painted likeness is found.

Physical Education Building at Aberdeen

The Aberdeen, South Dakota, State Teachers College, Dr. H. W. Foght, president, is to have a new physical education building, the best for its purpose in the state. It will have three stories and no basement. The main floor will have bleachers to seat 1,500, and on special occasions 2,500 can be seated. Aside from the gymnasium space the first floor will have a large swimming pool and also a number of shower baths and dressing rooms both for men and women. The first floor will also have offices for the directors of physical education, offices and examination rooms for the college physician, an auxiliary gymnasium, rooms for corrective exercises, and other classrooms.

The second floor, aside from the gym proper, will contain a number of classrooms, offices for the president and registrar, faculty assembly room and separate rest rooms for faculty men and women.

The third floor, aside from the gymnasium space, will house the Home Economics Department, with ample classrooms, laboratories, sewing rooms, kitchen and dining room.

Treasury Moves To Pay War Claims

Immediate payment, by means of Treasury bond issues, of the claims of American nationals against Germany which have been awarded by the Mixed Claims Commission, including those growing out of the sinking of the Lusitania, with the Treasury looking to future payments by Germany for reimbursement, is the plan disclosed in a bill prepared by the Treasury Department and introduced in the House by Representative Mills of New York. It is an attempt to settle all war claims between Germany and the United States and to return to German nationals property seized during the World War. The sale of the seized German property in the hands of the Alien Property Custodian, to satisfy the claims of American nationals against Germany, is not considered, because this would represent confiscation, and would violate the long established policy of this country against such procedure. If the Paris agreement were depended upon for the liquidation of the claims it would take about eighty years. It was to meet this situation that the bill was drafted.

Ancient World Had Powerful Anaesthetic

Professor O. A. Newell, biologist and medical researcher of London, has expressed the belief that the dark fluid in the sponge offered to Jesus of Nazareth on Mt. Calvary when he was suffering on the cross was not vinegar, as stated in the Scriptures, but Morion wine, a powerful sleep-producing drug. He stated that if Christ had taken the drink he would have died without pain. Professor Newell made this declaration during a discussion on ancient surgical practices, in support of his contention that the ancient Egyptians had a form of anaesthetic perhaps superior to any used in modern medicine. He claims to have proof that Morion wine was often given condemned men when they were being executed during the Roman occupation of Palestine. Jewish women were permitted to administer the death wine to the victims, who were thus put to sleep and their sufferings abated. He stated that the Romans got most of their medical secrets from the Egyptians, but when Rome fell the secrets were lost to civilization, and no general anaesthetic was known to medical practitioners for 1600 years.

Britons Want Old Debt Paid

A resolution has been adopted by the Association of British Chambers of Commerce at its annual meeting in London requesting the American government to assist in obtaining a hearing before the Supreme Court against eight of the southern United States for moneys loaned prior to the end of the Civil War. Individuals cannot bring suit against the states, the resolution stated, and therefore the federal government should assist them to get a hearing before the Supreme Court. Sir James Martin, president of the London chamber of commerce, in moving the resolution, said it was roughly estimated that the eight states named owed $75,000,000 to persons in England.

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BOSTON

Parisians Taxed For Carelessness

One new tax has been hailed with delight by all Paris. It is a tax on forgetfulness. In future all people who lose things and afterward recover them at the Lost Property Office of the Paris Prefecture of Police will have to pay the municipality a fee. Parisians have a naive way of leaving bundles of securities, stock and shares behind them in taxicabs and trains. In future they will pay a tax of four per cent. of the total value of the recovered property when they go to the Prefecture for them. There will also be a tax of four per cent. on all lost jewelry that is recovered, except that having no intrinsic value. For every new, or nearly new, object that is not jewelry there will be a recovery fee of two francs and for every other object one franc. It is the first popular tax that has ever been devised in France, according to officials.

Liquor Talk Sets People "Woozy"

Federal Judge O. B. Dickinson of Philadelphia recently declared that prohibition is making almost every one lose his mental equilibrium. "I don't know whether it is the kind of stuff they sell nowadays or what it is," remarked the Judge during a court hearing, "but the mere mention of the word 'liquor' now befuddles the brain, stops every one from thinking and sets them 'woozy.'" Lawyers who specialize in cases arising under the Volstead act, Judge Dickinson added, appear to have the idea that "some mysterious and omnipotent power has wiped all the principles of law and equity off the law books."

Finds American Girls Experts with Lipsticks

German women and girls are still far behind those of the United States in the art of applying cosmetics, is the conclusion reached by a well-known Socialist member of the Reichstag, who has returned to Germany from America, where he was a delegate to the Congress of the Interparliamentary Union at Washington. He said he is inclined to award the palm for rapid painting to American femininity, whose dexterity at wielding the powder puff and lipstick stunned him. American women still are influenced by the recollection of the customs of the American Indians, who were adepts at applying pigments to their faces before entering upon the chase or scouting expeditions, he asserted. Comments by returning delegates in German newspapers are about equally divided between economic matters and the part played by women in American life.

Mah Jongg's Fall Hits Chinese Trade

Statistics of Chinese exports to the United States during the year 1925 reveal that America's expenditure for Mah Jongg sets imported from China during the year was precisely $945. This compares with exports which ran into hundreds of thousands of dollars annually some three or four years ago, and which swiftly became so important an item in America's total purchases from China that American consular officials in Shanghai were instructed to keep their records of Mah Jongg exports as a special classification. The speedy decline in popularity has brought bankruptcy to many manufacturers and exporters. The game, however, is still played by millions in China.

Official Mind-Changing Computed in Dollars

The expense of revising proofs of typed articles and speeches is disclosed in the annual report of George H. Carter, the Public Printer in Washington. Official writers of the government, including members of Congress, cost the treasury $220,327 during the last fiscal year by changing their minds after their writings had been set in type. This figure is $54,510 more than the previous year. Nightly dispatch of the Congressional Record alone, Mr. Carter said, requires 260 mail sacks. The Postoffice Department led the others in amount of printing, while the White House economized on that score, its bill totaling $3,268.81, a savings of $771.08.

Variety of Animals In Paris Streets

City of Paris authorities have made public a long and almost unbelievable list of animals, wild and otherwise, which the municipal dog catchers have turned over to the pound in the past fifteen months. The list of animals which were found roaming the streets at liberty, not counting domestic animals, ranging from rabbits to horses, included one bear, seven foxes, four turtles, one ichneumon, four ferrets, twenty-one white rats, seventeen guinea pigs, one armadillo, seven monkeys, one ant-eater, one eagle and many exotic birds.

Lawyers Counted In This Country

Statistics concerning the number of lawyers practicing in cities of 100,000 or more inhabitants in the United States, show that the total at the time the figures were gathered was 58,143 of whom 32,146 were white persons of native parentage, and 18,817 of foreign or mixed parentage. The number of foreign-born white lawyers is 6,167, and there are 539 negroes and 24 classed among the yellow races. The report shows that 33,966 are from 35 to 44 years of age, 18,797 are from 45 to 64, and 3,161 are above that age. The number between 20 and 24 years of age is 2,219. Boston has a total of 1,358; Philadelphia, 1,859; St. Louis, 1,259; San Francisco, 1,393. New York City has 11,246 lawyers and Chicago is credited with 4,553.

Traffic Towers Now in Turkey

Traffic police, brilliantly dressed, are giving back to the streets of Constantinople the color lost with the passing of fez and turban. The crimson and brass helmets of these officers of the law and their batons of red and white stripes, which resemble sticks of peppermint candy, give promise that the new era is not to be entirely drab. The Director of Police, Ekrem Bey, also has instituted the first electric signs for traffic control. These signs are such an unexpected novelty that crowds of pedestrians, spell-bound by the flashing of colored arrows, thus far have been blocking the sidewalks and roads in such a way as to make it well nigh impossible for vehicles to obey the new guiding lights.

Seven countries purchased about two-thirds of all the exports from the United States in 1924. The seven are Great Britain, Canada, Germany, France, Japan, Cuba and Italy. It is found that, of the nations of the earth, thirty-five bought of us in amounts exceeding $10,000,000 each. Twenty-eight, therefore, took only about a third of our exports. Among the twenty-eight are Belgium, the Netherlands, Spain, Russia, Austria, Greece and Switzerland, the countries of Central and South America, and British South Africa.

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EDUCATION IN ACTION

Army Training Made Optional

President Daniel L. Marsh of Boston University has announced that compulsory reserve officers' training corps work at the college of business administration of the university will be abolished. President Marsh made the following statement: "Military science and tactics will be abolished as a required course at the college of business administration beginning with the next school year. It will, however, be offered as an optional course, students being permitted to elect either it or a course in physical hygiene and training, as they may choose." It is said that the announcement came as a surprise to the army officers. For years the college of business administration has been a stronghold for military training work and until recently no protests had been heard.

Saugus Teachers Hold Election

The Saugus Teachers' Association has elected the following officers for the coming year: President, Mildred Willard; vice-president, Dorothy Hall; secretary, Mildred Bee; treasurer, Miss Elizabeth Nelson; directors, Misses Hartshorn and Curtis and Mrs. Curtis.. The association has voted to establish a scholarship of $100 per annum to some deserving boy or girl at Saugus High.

Students Tour Industrial Plants

One hundred engineering students of the Sheffield Scientific school at Yale, as a part of their university work, visited many of the leading industrial plants of the East and Middle West on the seventeenth annual inspection trip. The students, under the supervision of Professor C. F. Scott and Herbert L. Steward, visited twelve manufacturing plants and industrial concerns between New York and Akron, O. A three-day visit to industrial concerns in Philadelphia was made and three days were devoted to manufacturing plants in Pittsburgh. The trip ended in Akron, where the party disbanded for the Easter recess.

Chinese Student Voted Most Brilliant

A Chinese, Dana Yung Kway, senior in the Sheffield Scientific School at Yale University, has been voted the most brilliant man in the class by his classmates. He also was voted the second most versatile and second most likely to succeed. His father is a Yale graduate, '84, and is connected with the Chinese legation in Washington. Kway's ancestral home is in Sinhui, province of Kwang-Tong, China.. In his freshman year he won the New York Yale Club prizes in history and chemistry, and while a sophomore was awarded prizes for excellence in drawing, engineering mechanics, mathematics and physics. He is a member of Sigma Xi and the Book and Bond Society. He holds a "Y" which he won on the swimming team.

University Takes Up Traffic Study

The University of California has announced the creation of the Albert Russel Erskine Bureau of Street Traffic Research, established through a grant of the Studebaker Corporation. The bureau will be in charge of Dr. McClintock, who formerly was connected with the Government research bureau in Harvard University. It will study urban traffic difficulties and their correction. Pedestrian control, parking methods, speed, street design, grade separation, signaling devices, uniform regulations and allied subjects will be investigated.

Create Texas Education Commission

The Texas Education Commission has recently been created by the executive committee of the State Teachers Association. The commission will decide important questions of educational policy and practice submitted by the executive committee. The Commission includes men and women prominent in many departments of educational work in the state. Expenses incident to the meetings will be borne by the Texas Teachers Association.

Rural Supervisors Improve Conditions

Rural supervisors of Negro schools, employed under the Jeanes fund, are an important factor in the educational program of Virginia. During the school year 1924-25, fifty-six of these workers were engaged in fifty-three counties in the state, their labors resulting in improved conditions in homes and schools of the colored people in many sections. In addition, Jeanes agents raised more than $100,000 for educational work among the Negroes in Virginia.

American Wins Huxley Medal

The Huxley Memorial Medal of the Royal Anthropological Institute of Great Britain has been conferred for the year 1927 upon an American scientist, Dr. Ales Hrdlicka, curator of physical anthropology in the National Museum. This is the second time in twenty-six years that an American has won the coveted Huxley medal, the first being in 1908 when it went to Professor William Z. Ripley of Harvard. In accordance with the traditional custom, Dr. Hrdlicka will go to London in November, 1927, to deliver the Huxley lecture before the Royal Anthropological Institute and receive the memorial medal.

Bryn Mawr Tuition Raised

President Marion Edwards Park has announced that Bryn Mawr College has found it necessary, beginning with next year, to increase the cost of tuition by $100, making it $400. The actual cost of tuition of each undergraduate is $855, President Park said, the difference coming from endowment funds.

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For Street Corner Lads of London

A short time ago the London County Council began an experiment in giving street corner boys between the ages of fourteen and eighteen the chance of employing their evenings in a useful way. The idea was to reach all those who have left the elementary schools and who do not carry on their education at any of the evening classes open to them. Five institutes were opened in the poorest parts of London, thoroughly democratic in their organization. The experiment met with immediate success. The authorities hoped that they might make a good beginning with fifty students in each institute. The present average is 300, and enrollment continues daily. Some of the subjects chosen are: Physical training, boxing, carpentry, boot repairing, drawing, music, general science lectures, and lectures on travel.

Thousands of Students Are Going to Europe

Forecasts made by five leading trans-Atlantic steamship lines predict that fifty to sixty thousand American students will go to Europe this spring and summer. These companies plan to convert their regular third-class accommodations into special tourist third cabin services, as they did last year. The United States Lines have provided a special third cabin dance floor in the reconditioned Republic, and six college orchestras—two from Princeton and one each from Harvard, Yale, New York University and the University of Pennsylvania—will furnish jazz for its liners. The Cunard announced that its Havre services will be available to tourist students on May 1. The White Star Line reported that nearly all its tourist class accommodations already have been reserved.

College Girls Want R. O. T. C.

Miss Harriet Davey, a sophomore in the college of liberal arts at Syracuse University, has started an agitation for a women's reserve officers training corps. She has made application with Chancellor Flint for the formation of the unit. More than fifteen girls are joining Miss Davey in her efforts to form a unit similar to that maintained by the government for men. Major Frank L. Purdon, head of the R. O. T. C. at the university, has given his consent to lend equipment to and provide instruction for the girls. The women's unit, if formed, will not in any way be connected with the government.

Busses Using Portable Garages

Busses operated by Cimarron consolidated schools, Kansas, remain over night at route ends. This eliminates double mileage, and saves wear and tear on busses as well as on the roads traveled. The school district owns ten busses and a portable garage for each bus. If a route is changed the garage can be easily knocked down and moved to the new terminus.

Sky Always Square To New York Pupils

Miss Nora Kahn, a kindergarten teacher, recently asked her class in a Brooklyn school to cut out of paper figures of a sky with a moon in it. All the skies were patchwork squares. "But the sky is a bowl," she said. "No, it can't be. Look out the window," was the reply. She looked—and they were right. New York, to its children, is a city without any horizon. The sky is a square or a triangle to fill the space between skyscraper roofs. A few admitted there was a sky that was a bowl, but it was found at summer camps, and not in New York.

Many Colleges Active on Air

The College and University Association of Broadcasting Stations, under the direction of Dr. C. A. Culver, Carleton College, Northfield, Minn., and J. C. Jensen of Nebraska Wesleyan University at University Place, Neb., is contemplating a considerable expansion of educational broadcasting. The association was organized because these men believed that radio is from its nature primarily an educational agency. The association includes about thirty colleges and universities in its membership, representing twenty states, from Maine to Washington and Texas to Minnesota.

Paper Money Of Smaller Size

A change in the size of American paper currency is under consideration at the treasury and is favored by Secretary Mellon. The matter has been in the hands of an inter-department committee of experts, who are about ready to make a final report to the secretary. This committee, after consideration of all objections that have been made to the proposal for a reduction in the dimensions of American paper currency, has decided to recommend that bills be made smaller in length and width.

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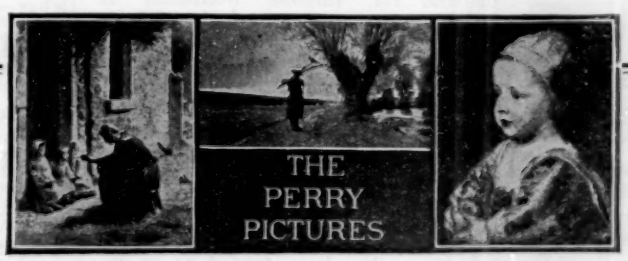

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The BOOK TABLE

THE GRIP-FAST HISTORY BOOKS. Book I. The Beginning of Christian Britain. By F. A. Forbes. Book II. Medieval Britain. By Cecil Kerr. Book III. The Building of the British Empire. By Cecil Kerr. Book IV. The Middle Ages and the Renaissance, from Roman Britain to the End of the Reign of Elizabeth. By F. A. Forbes. Colored Frontispiece and 31 Illustrations in Black and White. Book V. United Britain. By Susan Cunnington. New York and Boston: Longmans, Green and Company.

"Grip-Fast" is an exceptionally attractive title, especially for school histories, and the five books, each independent and as a whole making an historical arch bridging the development of British Isles since the romantic and thrilling days of Alfred the Great.

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ADVENTURES IN SCIENCE. A Collection of Essays for the English Class. Edited by William H. Cunningham, High School of Commerce, Boston. Boston: Ginn and Company.

It is of the utmost importance that all high school and college students, that all teachers and preachers, all moderately intelligent persons read with care these twelve literary essays. When the atmosphere is so static because of unintelligent criticism of men like Darwin and Huxley, Herbert Spencer and Simon Newcomb, H. G. Wells and Edwin E. Slosson, there should be a careful reading or rereading of what they really did think.

Over fifty years ago Herbert Spencer proclaimed the worth of scientific knowledge, not alone for the creative or pioneering mind, but for the man in the street as well. What Spencer said about the need of being familiar with the achievements of science, about the way in which science touches our daily life at every point, is just as true today as when he said it. Who can read the novels and poems of Hardy or of Meredith and not be conscious of their intense and eager interest in all that science is attempting? And writers like Shaw, Wells, Galsworthy, Conrad, and Bennett, though worlds apart in method and material, are nevertheless alike in one respect: they have lived in an atmosphere saturated with scientific thought, and as a result the cells of their brains have taken a tone and a set which enormously affect their literary product.

Surely everyone will admit the wisdom of clearing for the high-school student some kind of path into the not altogether accessible region of scientific activity.

A PRIMER OF SPANISH PRONUNCIATION. By Tomás Navarro Tomás, professor of Experimental Phonetics in the *Centro de estudios históricos,* Madrid, and Aurelio M. Espinosa, professor of Romanic Languages, Stanford University. With a preface by Ramón Menéndez Pidal, director of the *Centro de estudios históricos* and president of the Royal Spanish Academy. Cloth. Illustrated. 128 pages. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

The rapid development of instruction in Spanish has led to a wholesome increase in the available materials for teaching that language. The former lack of adequate grammars, composition books, and reading texts has almost ceased to be felt, the demand for suitable textbooks is steadily being met, and the quality of such books has been raised to an extremely high level. One of the foremost agencies in this progress has been the "Hispan-Series," of which Professor John D. Fitz-Gerald of the University of Illinois is editor-in-chief. Both in content and in make-up these texts have been very good; moreover, they have served as an incentive to other publishers to make improvements in their output.

The latest addition to the series is a scholarly, scientific, and practical treatment of Spanish pronunciation, advanced enough to benefit the student with some knowledge of scientific phonetics, simple and clear enough to be used with profit by the veriest beginner in Spanish. A careful explanation of general phonetic principles is followed by thorough and precise description of each of the vowel and consonantal sounds, illustrated by drawings showing the position of the vocal organs for each and by examples both in the normal spelling and in phonetic transcription. The phonetic symbols used are those adopted by the "Revista de Filología Española," of which Don Ramón Menéndez Pidal, the eminent Spanish scholar, is editor; these symbols differ somewhat from those of the Association Phonétique Internationale. Sound-changes, intonation, and Spanish-American pronunciation are treated in subsequent chapters. Exercises for review, a number of texts in normal spelling and phonetic transcription, phonetic transcriptions of the three regular conjugations, etc., and an analytical index are included. Not only does the book enjoy the rare honor of an introductory notice by the foremost living Spanish scholar, but its authors are respectively the foremost Spanish phonetician and one of the best and best-known of American Hispanists. Under such auspices, and with unusual intrinsic merit, it would be surprising if the book were not to have an unprecedented success.

Books Received

"La Flor de la Vida." Serafín Y Joaquín Alvarez Quintero.—"Precis de Littérature Française." By J. Badaire.—"Le Tour du Monde." By Jules Verne.—"Sans Famille." By Hector Malot.—"Rural School Administration and Supervision." By Julius Boras and George A. Selke. New York: D. C. Heath and Company.

"Thomas Young Crowell." A Biographical Sketch. New York: T. Y. Crowell Company.

"Furniture Projects." By Frederick J. Bryant. Peoria, Illinois: The Manual Arts Press.

"Sociology and Education." By Alvin Good.. New York: Harper and Brothers.

"Joseph Chamberlain and English Social Politics." By Elsie E. Gulley. New York: Columbia University.

"More About Summer Camps." By Henry W. Wack. New York: The Red Book Magazine.

"Magic Casements." Compiled by George S. Carhart and Paul A. McGehee.—"Mental Abnormality and Deficiency." By Sidney L. Pressey and Luella Cole Pressey.—"Mastering English." By Frances Clendening and Maude C. Lower. — "Seeing America." Book Two. By Walter B. Pitkin and Harold F. Hughes.—"Camilla." By Maud Reed. New York: The Macmillan Company.

"Classroom Tests." By Charles Russell.—"Bookkeeping and Business Knowledge." By J. H. Jackson, T. H. Saunders and A. H. Sproul.—"Deuxième Année de Français." By Arthur G. Bovée and Eunice R. Goddard.—"Oral and Written English." Upper Book. By Milton C. Potter, H. Jeschke and Harry O. Gillet. Boston: Ginn and Company..

"Deadwood Gold." By George W. Stokes and Howard R. Driggs.—"Easy English Exercises." By Ada Riddlesbarger and Edna Parker Cotner. Yonkers-on-Hudson, New York: World Book Company.

"Letters From Famous People." By Sharpless D. Green.—"Gregg Shorthand." Junior Manual. By John Robert Gregg.—"A Neglected Factor in Education." By George E. Walk.—"The Essentials of Commercial Law." By Wallace H. Whigam. New York: The Gregg Publishing Company.

"Long Ago in Egypt." By L. Lamphrey. — "Food Study for High Schools." By M. T. Wellman.—"Trail Makers." By Zoe Meyer. Boston: Little, Brown, and Company.

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"I am the judge of Probate," replied his honor, with a smile.

"Well, that's it, I expect," answered the old lady. "You see," she went on confidentially, "my husband died detested and left several little infidels, and I want to be their executioner."—Exchange.

Henry's Learning

"How are you going on at school, Henry?"

"Fine! I have learned to say 'thank you' and 'if you please' in French."

"Good," said the father, "that's more than you ever learned to say in English!"—Grinstead Observer.

Why He Whistled

Old Lady—"Don't you know that it is very rude to whistle when dealing with a lady?"

Grocer's Boy—"That's what father told me to do, mum."

"Told you to whistle?"

"Yes'm. He said if we ever sold you anything we'd have to whistle for the money."—Smiles.

A Matter of Place

English Prof.—"Poets as a rule have written the greatest poetry in the parts of the country they describe. Wadsworth wrote his sonnet, 'Venice,' in Venice; his 'Westminster Abbey' in the famous burial ground of England's immortals; Goldsmith wrote his 'Deserted Village' in the hamlet of Auburn——

Frosh—"Beg pardon, sir, but was Milton in Hell when he wrote 'Paradise Lost'?"

A Dark One

Father (reading letter from son at college)—"Clarence says he has got a beautiful lamp from boxing."

Mother (benighted soul)—"I just knew he'd win something in his athletics."

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Meetings To Be Held

APRIL

29-May 1: Progressive Education Association, Boston. John R. French, 6 Beacon street, Boston.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

MAY.

1: Association of Teachers of Mathematics of New England, Boston. H. D. Gaylord, 20 Charlesgate West, Boston, Mass.

3-8: National Congress of Parents and Teachers, Atlanta, Ga. Mrs. A. H. Reeve, Ambler, Pa.

17-22: National League of Nursing Education, Atlantic City, N. J. Carrie M. Hall, Peter Bent Brigham Hospital, Boston, Mass.

17: National Organizations for Public Health Nursing, Atlantic City, N. J. Theresa Kraker, 370 7th avenue, New York, N. Y.

17-22: American Child Health Association, Atlantic City, N. J. Herbert Hoover, U. S. Department of Commerce, Washington, D. C.

17-22: American Health Congress, Atlantic City, N. J. National Health Council, 370 Seventh Avenue, New York City.

18-21: National Association of Public School Business Officials, Toronto, Canada. E. M. Brown, Board of Education, St. Louis, Mo.

26-June 2: National Conference of Social Work, Cleveland, Ohio. Gertrude Vaile, Ithaca, N. Y.

JUNE.

3-5: Associated Harvard Clubs, Chicago, Ill., William Thomas, 315 Montgomery street, San Francisco, California.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

27-July 2: American Classical League, Philadelphia, Pa. Andrew F. West, Princeton, N. J.

28-July 2: American Home Economics Association, Minneapolis, Minn. Marie Sayles, 1123 East Kearsley Street, Flint, Michigan.

27-July 2: National Education Association, Philadelphia, Pa. Mary McSkimmon, Pierce School, Brookline, Mass.

28-July 2: National League of Teachers' Associations, Philadelphia, Pa. Harriet E. Scofield, 3017 Park Avenue, Minneapolis, Minn.

JULY.

1-2: National Association of Visiting Teachers, Philadelphia, Pa. Edith M. Everett, 1421 Race street, Philadelphia, Pa.

5-8: Music Teachers Association of California, San Diego. C. C. Draa, 438 Music-Art Building, Los Angeles.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, B. J. Burris, secretary, Muncie, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary, State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

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